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ABSTRACT

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to develop long-range program plans: (1) after completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational-technical program; and (2) after completing the required reading, develop a section of a long-range plan for a vocational-technical program. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("In an actual teaching situation, develop long-range program plans") is to be assessed. (CML)

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Develop Long-Range Program Plans

Second Edition

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri—Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
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- Conducting leadership development and training programs

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MODULE
A-9

Develop Long-Range Program Plans

Second Edition

Module A-9 of Category A—Program Planning, Development, and Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

A long-range plan of any kind answers three questions, as follows:

- **Where** do I want to be at a given time?
- **Why** do I want to be there?
- **How** can I get there?

The long-range plan is a kind of road map for your trip. With map in hand, you plot the shortest distance over the best roads to reach your destination: the goals and objectives you set.

Unfortunately, no matter how good your planning is, you cannot always be certain that detours, roadblocks, new construction, or freaks of nature won't interfere. So, you must be ready to sidetrack, to detour, to find another way to reach your goals. With a long-range plan, you are prepared to meet the unexpected—to face the challenge with a clear mind—because you know where you want to be at a specific time.

Long-range planning in vocational-technical education serves many important functions; for example:

- It helps you define the program's educational mission.
- It helps the administrator and interested community members to recognize what it is they are being asked to support.
- It helps you discover detours, roadblocks, and unexpected changes in direction before they stop your progress.
- It assists you in determining needed facilities, equipment, and staff.
- It helps you prepare a budget that will result in efficient use of your resources.
- It affords you an excellent opportunity to continually evaluate your program and its progress.

A popular saying among managers is, "Definite plans produce definite results; indefinite plans do not produce indefinite results—they typically produce no results at all." This module is designed to help you gain the knowledge and skill you will need to develop definite long-range plans. Don't underestimate the value of a long-range plan—because, of course, you plan to succeed.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, develop long-range program plans. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–36 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational-technical program (*Learning Experience I*).
2. After completing the required reading, develop a section of a long-range plan for a vocational-technical program (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing program goals and objectives. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop Program Goals and Objectives*, Module A-6

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Bregman, Ralph. *A Model for Planning Vocational Education at the Local Level*. IN 153. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979.

Reference: VanAusdle, Steven. *Comprehensive Institutional Planning in Two-Year Colleges: Volume I—An Overview and Conceptual Framework*. SN 26. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980.

Reference: VanAusdle, Steven. *Comprehensive Institutional Planning in Two-Year Colleges: Volume II—A Planning Process and Case Study*. SN 27. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980.

A vocational-technical administrator or teacher, experienced in long-range program planning, with whom you can consult.

Learning Experience II

Required

A resource person to evaluate your competency in developing a section of a long-range program plan for a vocational-technical program.

Learning Experience III

Required

An actual teaching situation in which you can develop long-range program plans.

A resource person to assess your competency in developing long-range program plans.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational-technical program.

You will be reading the information sheet, Developing Long-Range Program Plans, pp. 6–10.

You may wish to read one or more of the following supplementary references: Bregman, *A Model for Planning Vocational Education at the Local Level;* and/or VanAusdle, *Comprehensive Institutional Planning in Two-Year Colleges: Volume I—An Overview and Conceptual Framework; Volume II—A Planning Process and Case Study.*

You may wish to meet with a vocational-technical administrator or teacher experienced in long-range program planning to discuss the process of developing program plans.

You will be demonstrating knowledge of the concepts involved in developing long-range plans for a vocational-technical program by completing the Self-Check, pp. 12–13.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 15–16.

Activity 1

For information on developing long-range program goals and the functions of and steps in organizing your long-range plan, read the following information sheet.

DEVELOPING LONG-RANGE PROGRAM PLANS

Long-range program planning serves as the road map for a successful journey through vocational-technical education. Like a road map, a long-range plan must be prepared ahead of time and consulted as you progress. Planning for the future gives direction to any changes that must be made. Vocational teachers are usually expected to develop long-range plans for their programs, as well as more immediate, annual plans.

Long-range program plans need to be developed using an orderly process such as the one that follows:

1. Talk with knowledgeable people in your field (e.g., state department and university personnel, leaders in state and local vocational associations) in order to anticipate future developments in occupational education.
2. Gather information about employment trends in your occupational specialty area. These statistics will be critical to you in making decisions that will help in the formulation of long-range program plans.
3. Become knowledgeable about the long-range plans for vocational-technical education in your community. (Incidentally, your questioning may be the push your administrator needs to begin to make any necessary changes.)
4. Develop program goals (statements of what is to be achieved) based on the knowledge you have gained in the preceding steps.
5. Estimate, to the best of your knowledge, the resources, (e.g., facilities, funds) that will be needed to accomplish the goals you have set.
6. Develop a systematic plan of activities to get from where you presently are to where you want to go in the future. Include in the plan a means for obtaining feedback concerning your progress.

The process of developing long-range program plans should provide you with the opportunity to communicate and share ideas with administrators, co-workers, advisory committees, university and state department personnel, key community personnel, and business and industry associates. These people can help you develop effective long-range plans by contributing ideas through formal and informal discussions. The final responsibility of writing the plan may be yours, but preliminary communication with many other people will help ensure that you develop realistic program plans, through which your program goals can ultimately be achieved.

Long-range program plans can be developed for a series of courses in a specific occupational area, for a whole service area or cluster, or for the total vocational-technical program. Ideally, program planning would occur at each of these levels, with coordination between levels.

Logic dictates that program goals and objectives be established before program planning can be carried out, since they are the foundations on which long-range plans are built. However, total long-range plans go beyond the **goals** and describe the **means** for achieving them. Effective long-range plans are not merely statements of good intent. They are specific plans for action, with responsibility designated for their achievement.

For each goal, there should be objectives and activities to make sure that the goal is achieved. The long-range plan may, for example, include a **goal** of enrolling 50 percent more females and minority group members within three years.

One **objective** under that goal might be to make more females and minority group members aware of the program. An **activity** designed to achieve that objective might be to produce a brochure aimed at females and describing their opportunities in the occupation. Another activity might involve working with school counselors to identify minority students with whom you could discuss the program. (See sample 1 for several examples of the relationship between goals, objectives, and activities.)

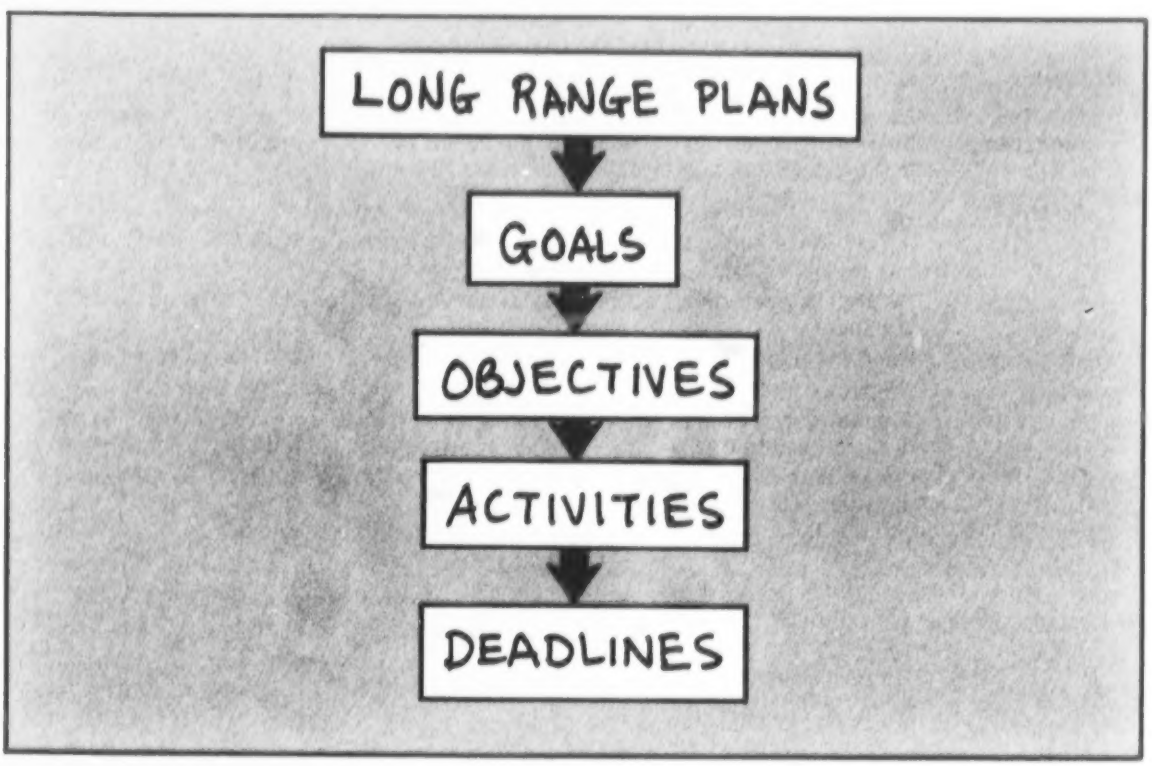
The point is that long-range plans must be broken down into manageable sections in order to be practical and functional. Plans should be broken into identified segments, or steps, with **deadlines** for each stage. Activities are completed, thus achieving an objective. Objectives are achieved, thus meeting the goals. When all goals are met, you have fulfilled your long-range plans. However, your plans are never truly completed, because a long-range plan should be a growing, changing thing.

To reach an ultimate goal, such as a goal of making training available to all students, the plan must be structured so that each year it can be reviewed and revised in the light of new evidence. If, in spite of producing and distributing an attractive brochure, the number of females in the program did not increase, then new promotional techniques should be devised—or the long-range plans should be reexamined to determine whether the goal is realistic.

Typically, long-range plans project activities for the next three to five years. This is probably the most efficient span, because changing technology and new emerging occupations make it difficult and inefficient to attempt to plan beyond a five-year time span. It should be noted that according to the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98–524)—

> Any state desiring to receive funds from its allotment for any fiscal year shall submit to the Secretary a State plan for a **3-year period** in the case of the initial plan and a **2-year period** thereafter, together with such **annual revisions** as the State board determines to be necessary.

A plan can become too rigid if it is spelled out in too much detail. What should occur is that the general direction the vocational-technical program should take for the next three to five years should be described through goals, objectives, and activities. Then, each year, with the assistance of your advisory committee and other key people, you should reevaluate the plan, make changes where necessary, and add a year of directions to the program plan so that it is always three to five years ahead.



SAMPLE 1

PROGRAM GOALS, SPECIFIC OBJECTIVES, AND ACTIVITIES

I.	**Goal:**	Organize the vocational program on the basis of accurate human resource information.
	Specific Objective:	By 1990, a human resource supply-and-demand study of allied health occupations will be completed in Blueblood County, with a report forwarded to the advisory committee.
	Activities:	Organize a human resource supply-and-demand survey. Conduct the human resource supply-and-demand survey. Analyze the results of the human resource supply-and-demand survey. Prepare recommendations related to allied health for the advisory committee.
II.	**Goal:**	Keep the vocational program content relevant to student needs.
	Specific Objective:	By 1990, a follow-up study of business and office students will be completed and reported to the faculty and school administrators.
	Activities:	Gather data on student withdrawals and dropouts. Analyze data on withdrawals and dropouts. Prepare instruments for student follow-up. Conduct the student follow-up. Gather opinions from employers of program graduates. Analyze data. Report the data to faculty members and administrators.
III.	**Goal:**	Utilize an advisory committee to help guide and maintain the vocational program.
	Specific Objective:	By the next school year, an advisory committee for the fire science program will be established to assist and advise the faculty and the board on matters pertaining to curriculum and facilities.
	Activities:	Determine the chain of command within the institution. Assess the attitudes of school administrators, teachers, and members of the community toward advisory committees. Determine what other educational advisory committees exist in the school and community. Keep the administrator informed of efforts to organize an advisory committee. Prepare a written rationale for having a fire science advisory committee. Prepare a statement of purpose as a charter for the advisory committee. (If a task force is used to develop this, additional steps must be added.) Obtain permission from the appropriate administrative unit (such as the board) to organize a fire science advisory committee.

How Does One Proceed?

The major question that first must be answered—and the question that will influence all other factors in a long-range program plan—is, **What should the vocational-technical program in my school or college look like three to five years from now?** With the help of your advisory committee, your administration, and state department and university personnel, you must begin with a statement of assumptions about the future and about the nature of the occupational program. These assumptions establish the framework for looking at the vocational-technical program of the future.

Assumptions should not take the form of wild guesses. Instead, they should be logical, carefully determined decisions, made on the basis of occupational supply and demand, community survey data, and other related factors, such as the social, economic, political, and educational forces that prevail. Examples of a **few** such statements of basic assumptions follow:

- *The student enrollment of the school will remain essentially stable over the next five years.*
- *Females will be seeking training in occupational programs that are at present exclusively the province of males.*
- *There will be a decreasing demand for training in agricultural-related occupations because of the gradual urbanization of the area.*
- *Limited funding for vocational education will prevent the addition of technical programs requiring sophisticated and expensive equipment.*
- *There will be increasing pressure to make vocational education more readily available to handicapped students.*

After you have established assumptions about the future, the next steps involve moving the program of the present to the perceived program of the future. Before planning the future, you must be well aware of the present, because the present—no matter how good or bad—is the foundation on which you must build. This can be accomplished in a four-step procedure.

Step 1: Gather information about the community. If a community survey is available, consider this to be the starting point of your understanding of the present.[1] All kinds of information and data that can help you gain a better understanding of the present are available from a community survey.

Community survey data—such as present and projected school enrollments, number and kinds of faculty, present facilities and equipment, present curriculum offerings, administrative organization of the school system, budgetary allocations, and the institution's tax base—help define the scope of the present situation. Knowing students' occupational interests and, at the secondary level, knowing the expectations of parents in your community are also important.

Step 2: Search out information on occupational supply and demand. Decision makers responsible for planning educational programs that are designed to prepare persons for specific occupations and skills must be aware of occupational supply and demand. The Perkins Act of 1984 states that vocational programs need "to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth."

Where does one find this important information? The employment services office in your town or neighboring county seat is one source of up-to-date information on employment trends. Its files and records show peak and low periods in local employment and industry. The U.S. Department of Labor, Bureau of Labor Statistics also publishes information on employment, which you may find in your library.

Another source is your state occupational information coordinating committee (SOICC). The SOICCs and their national counterpart, the National Occupational Information Coordinating Committee (NOICC), were set up by the Education Amendments of 1976 to develop, implement, and coordinate an occupational information system. One of the responsibilities of the SOICCs is to link those who use and those who develop labor supply-and-demand information.

1. To gain skill in planning, conducting, and reporting the findings of a community survey, you may wish to refer to Module A-1, *Prepare for a Community Survey*; Module A-2, *Conduct a Community Survey*; and Module A-3, *Report the Findings of a Community Survey*.

Furthermore, each state bureau of vocational education reports on vocational program completions and expectations for that state. You can write to your state supervisor for these materials. In addition student follow-up studies can tell you something about the success your former students have had in gaining employment in their field.[2]

Step 3: Set future program goals. Based on the previous information, you should assess the present situation and set future program goals. Keep in mind that not all goals are of the same size and scope, and this will affect (1) the length of time needed to meet each goal and (2) the resources you will need. Consider the following two examples of how program goals can be developed:

- Mr. Clifford, a perceptive business education teacher, is aware that although his graduates are well prepared in the basic secretarial skills, they seem to be unable to compete for jobs. It appears that (1) the local employers are hiring people with fewer skills than those of his graduates and (2) a majority of the newly employed secretaries come from an adjacent school district.

  Upon studying the problem and talking with some of the local employers, Mr. Clifford has decided that his students could benefit from a unit on how to get a job. *Goal: Teach a unit on applying for a job, filling out applications, and interviewing for a position.* This is a smaller-sized program goal, involving a limited amount of time and resources.

- It has been brought to Mr. Clifford's attention—both by his advisory committee and by many of the employers in the area—that his students would benefit from on-the-job work experience before they graduate from his program. *Goal: Provide cooperative work experience as an integral part of the business education program.* Because of the extensive curricular changes required, the necessity of identifying and establishing good training stations, and the possible need for additional staff to coordinate the on-the-job experience, this program goal could be classified as a major one.

Step 4: List the activities for reaching goals. You need to sequence the activities for achieving the goals. This may involve determining the order in which facilities and equipment will be obtained, the order in which additional teaching personnel will be employed, or the order in which funds will be spent for these items.

Planning how one spends money for the acquisition of facilities, equipment, and personnel is simply a matter of creating a long-range budget. It is through the budgeting process that one is able to spread the expenses evenly over a period of years. It is also through this process that one is best able to make day-to-day economic decisions that will, in the long run, be most appropriate in terms of accomplishing long-range goals.

As an example, a health occupations teacher may need an expensive microscope for teaching the typing of blood. The teacher could decide that, rather than buying a cheaper model with little magnifying power, he/she will delay purchase for two years until a better model can be afforded. He/she can then buy the model which better fits into the long-range program plans and which will permit the students to perform more sophisticated procedures.

In summary, a long-range program plan includes four basic concepts, as follows:

- Forecasting the future from data obtained from a community survey, the study of occupational supply and demand, and student and (at the secondary level) parent interests
- Setting broad program goals for the future
- Estimating the resources needed to accomplish the program goals
- Developing activities for the accomplishment of these goals

Furthermore, long-range planning involves developing courses of action to reach specific program goals. Orderly growth, better coordination with faculty and administrators, better communication, and more realistic decisions are among the advantages of long-range planning. Fewer crises will arise if long-range plans are used, because problem areas are anticipated and the need for resources is recognized. The process of developing a long-range program plan involves analyzing data concerning the community, recognizing vocational-technical goals, and determining the activities and resources necessary to accomplish these goals.

2. To gain skill in obtaining employment information using follow-up studies, you may wish to refer to Module A-10, *Conduct a Student Follow-Up Study.*

You may wish to read one or more of the following supplementary references:

- Bregman, *A Model for Planning Vocational Education at the Local Level*, focuses on community participation in the planning process. The author discusses a comprehensive, generalized model and its application to vocational education.

- VanAusdle, *Comprehensive Institutional Planning in the Two-Year Colleges: Volume I—An Overview and Conceptual Framework*, provides information on initiating or improving one's approach to planning. It includes an overview of the literature, a conceptual framework, recent trends, problems, and planning characteristics.
- VanAusdle, *Comprehensive Institutional Planning in the Two-Year Colleges: Volume II—A Planning Process and Case Study*, provides a step-by-step approach to the development and implementation of a comprehensive planning process. It includes a case study of the planning activities at one community college.

To increase your understanding of specific procedures used in drafting a long-range plan, you may wish to arrange through your resource person to interview individuals who have had experience in developing and using a long-range plan. Some suggestions for such persons include an experienced vocational-technical teacher, a department head, or a local vocational administrator. During the interview, you may wish to ask such questions as the following:

- Who provided the information used in the long-range plan?
- How was information collected for use in the long-range plan?
- What problems were encountered during the development of the long-range plan? How were they solved?
- What parts of the plan proved to be particularly valuable?

You might also wish to ask to examine a copy of a long-range program plan, if available.

The following items check your comprehension of the material in the information sheet, Developing Long-Range Program Plans, pp. 6–10. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Mr. Thorton was a bit unhappy and was expressing his feelings to a colleague in the business department. "There is not much point in long-range planning because the plans are never achieved anyway. As I see it, our function is to educate our students so they will be competent secretaries, and I already have the best stenographic program in the state."

   Assume that you are the colleague and have been appointed by the department head to develop a long-range plan for the business department. Develop a response to convince Mr. Thorton that long-range planning is important.

2. Suppose you were the chairperson for a committee of vocational-technical instructors who were working out a long-range plan for their occupational program. What kinds of information and materials would you try to gather for the committee as they began to develop their plans?

3. If the long-range plan for your program spans a time period of three to five years, it would seem logical to make detailed plans for the various activities and action steps that should take place during the entire five years. Would you make such plans? Why or why not?

4. Making plans three years or so in advance means planning for a future that is unknown and often unknowable. How can a vocational-technical teacher be expected to be an expert fortune-teller and plan a program for conditions that don't yet exist?

NOTES

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Mr. Thorton's thinking seems to be limited to the day-by-day operation of his own stenographic program. He needs to realize the benefits that a long-range plan can bring, not only to his own program but to the whole business department.

   For example, during the preparation for a long-range plan, data gathered in a student follow-up study may indicate a need to add a unit on simulated stenographic office practice. Reviewing employment data may reveal that a data processing program should be developed in the school. A carefully thought-through long-range plan may obtain the support of the administration for additional equipment, whereas an unsubstantiated request would be turned down.

   By working within the context of a long-range plan, Mr. Thorton could use his time and energy to best effect, working on activities that lead to definite objectives and desired goals, instead of expending effort in a perhaps haphazard way. Even though Mr. Thorton has a strong program now, with a long-range plan he can be relatively assured that, in three or five years time, it will be significantly better. He will be in control of its direction, instead of simply having to react to the pressures or problems of the moment.

2. Committee members may need access to a great deal of materials and information from many sources before they can identify future trends in occupational programs and goals for a vocational-technical program. Consequently, a wide range of materials should be made available to them, including such items as the following:

   - Occupational surveys
   - Community surveys
   - Prior long-range plans for the institution or district
   - Present and projected enrollments
   - State reports concerning the type, number, and location of secondary and postsecondary programs in your occupational area
   - Program and/or institutional budget reports or summaries
   - Equipment inventories
   - Local and state employment statistics for occupations in your vocational-technical area
   - Evaluation materials, such as follow-up studies of graduates, local or state vocational program evaluations, and regional accreditation evaluations
   - Perceptions concerning possible future trends obtained through conversations with local and state vocational leaders, area supervisors, or university and college personnel
   - Information on present and projected employment gathered from government, business, civic, and community sources
   - Information on current happenings in the vocational field and future curriculum trends provided by state department personnel
   - Information on program strengths and weaknesses as revealed through conversations with past graduates and employers of past graduates
   - Information on current conditions in the field provided by officers and leaders in vocational and professional organizations

3. The long-range plan should indeed provide for the **general** direction of the vocational-technical program for the next three to five years. This allows for continuity in the work of carrying out the plan and prevents too much emphasis being placed on the shifts of pressure that may take place month by month or year by year.

Conversely, however, plans in **detail** should only be made for the next year (or perhaps two years). A year's detailed plan provides the thorough guidelines needed (1) to undertake and supervise all the activities required to reach the objectives for that particular year and (2) to evaluate progress as the effort continues. At the end of each year, the teacher and the committee with which he/she is working can review the year's progress toward the agreed-upon goals. They can then modify or adjust the long-range plan somewhat, if this seems necessary or desirable, and can add another year's plans to the end of the long-range plan.

If the total three- to five-year plan were drawn out in complete detail, it would become far too inflexible and would not readily permit the change and rethinking that tend to keep it fresh and vital. Although it might appear logical to construct a total long-range plan in detail, in actuality this tactic would be self-defeating to the real progress of the vocational-technical program.

4. The answer is, of course, that the vocational-technical teacher cannot see into the future and will not be able to make perfect plans for the program of three years hence. What is needed is not a crystal ball but a clear insight into the problem. A Ouija board is much less helpful than a great store of information.

   Part of that information should be from the immediate past, describing where the program came from and how it has been developing. Another vital part of the information (and this should not be simply taken for granted) is about the present. What are the characteristics of the program today? Who are the students? What are present occupational conditions and needs? From these sources, intelligent assumptions can be made about the next few years.

   Observing the patterns that have developed from the past through the present allows you to project those same patterns into the future with at least some degree of confidence. Assume, for instance, that the enrollment in the school has been growing at a steady rate for the last several years and there are no data that indicate any probable change in conditions in the community. As a result, you could assume that in three years the enrollment will probably be higher than it is now.

   Of course, there may be some sudden and unforeseen shift in population (great numbers of people may leave the community because the main industry in town has fallen upon hard times), but the teacher/planner cannot be expected to predict that.

   Backed up by a great deal of solid evidence and hard facts, the teacher can make some very valid assumptions about the future—not perfect perhaps, but certainly much better than guesses and good enough to form the basis of a strong long-range plan for the vocational-technical program.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing Long-Range Program Plans, pp. 6–10, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, develop a section of a long-range plan for a vocational-technical program.

You will be reading the information sheet, Preparing a Long-Range Plan, pp. 18–25.

You will be selecting a program goal appropriate for a program in your own occupational area.

You will be developing a section of a long-range plan to achieve the selected goal, using the forms provided on pp. 26–30 or other appropriate forms.

Your competency in developing a section of a long-range plan for a vocational-technical program will be evaluated by your resource person, using the Long-Range Planning Checklist, p. 31.

Activity 1

For information on devices that can help you prepare and organize an effective long-range plan, read the following information sheet.

PREPARING A LONG-RANGE PLAN

The key to long-range planning is to start with some assumptions about what you want your vocational-technical program to look like in three to five years and then to follow four steps:

1. Gather information about the community.
2. Search out information on occupational supply and demand.
3. Set future program goals.
4. List the activities for reaching the goals.

Once you have worked with your advisory committee, administrator, state department or university personnel, and others to set realistic goals, you should be ready to prepare the actual written long-range plan. To aid you in planning, there are a number of charts and forms you can use to structure the step-by-step development of the plan: time planning chart, resource planning chart, activities outline, and procedural planning chart.

Time Planning Chart

A time planning chart similar to the one in sample 2 can help you schedule when work on a goal should be started and when the goal should be accomplished. While this and subsequent samples use the diesel mechanics program as an example, the samples can be applied to all occupational specialties.

Once the program goals have been identified, they have to be translated into specific program objectives. On the time planning chart in sample 2, the numbers representing the three program objectives are entered in the left-hand column.

The starting and target dates have been entered under the appropriate semesters. The starting date is that time when you will actually begin the action steps to accomplish the goal. The target date is the date when you hope to have accomplished your program goals. Remember, everything cannot be accomplished at one time or by one person. You may need to share responsibilities with other staff members.

The overall purpose of this procedure is to allow you to consider the starting and target dates in light of your potential work load and that of other department personnel. The chart is not plotted in detail but functions as a point of reference for further planning.

Since it is unlikely that you will be able to start and end all action steps at the same time, the time planning chart allows you to plan your work and rearrange the work load to make the job feasible. By juggling the starting dates and target dates for each program objective, you will be able to spread your work load more evenly and have it mesh with the work loads of other staff members.

Resource Planning Chart

Sample 3 provides an example of one method of planning for the additional resources you need in order to implement a program objective. The example used is limited in its scope. If one were going to add an entire program, such as a diesel mechanic training program, the extent of the planning would be much greater.

In addition to equipment costs, you would have the costs of additional teaching staff and an entire laboratory to consider. Quite likely you would also have expenses for such services as consultants' fees and architectural fees. However, regardless of the size and scope of a program objective, the procedure for planning for the additional resources remains basically the same.

SAMPLE 2

TIME PLANNING CHART

Program Goal: To increase the percentage of immediate student placement into the field of diesel mechanics

Program Objectives:

1. Include in the curriculum a unit on applying for a job.
2. Incorporate cooperative work experience into the diesel mechanic program.
3. Develop a unit on diesel parts attendant for the diesel technician program.

Objectives	Present Year			2nd Year		3rd Year	
	Starting Date	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
1	9/2/90	Begin plans	Target date to teach unit	Evaluate and revise unit			
2	9/2/90	Survey industry	Visit possible employers	Start pilot group of co-op students	All students eligible for co-op		
3	9/16/91			Work with advisory committee	Set up lab; have advisory committee check plans	Target date to teach unit	

SAMPLE 3

RESOURCE PLANNING CHART

Specific Program Objective: By 1990, develop and incorporate a unit on diesel parts attendant in the diesel technician program.

Items	Cost	Total
Equipment		
Sample Parts	$ 400.00	
Filing cabinet	35.00	
Diesel engine parts	700.00	
Wall posters	35.00	
Inventory supplies	100.00	
Parts catalog	14.50	
Stepladder	20.00	$ 1,304.50
Staff		
Teaching assistant (½ time)	6,000.00	6,000.00
Facilities		
Shelves for storage	25.00	
Brick wall	375.00	
Bench and counter	200.00	600.00
Services		
Custodian (¼ time)	3,000.00	3,000.00
GRAND TOTAL		$10,904.50

Activities Outline

An activities outline is a very simple listing of the activities or action steps that need to be accomplished in order to meet a specific program objective. When you first generate this list of activities, the order is not critical. The important point is that the steps listed constitute what actually needs to be done.

The breakdown of objectives into action steps is usually completed as part of the detailed planning for only one or two years of the long-range plan. If an objective involves a whole service area and several faculty members, you would also need to designate who would be carrying out each of the action steps. After all the steps have been identified, it is then helpful to sequence them in the order in which they will be carried out. Listing the action steps enables you to estimate the work required to accomplish a particular objective.

For program goals and objectives involving few steps, you may wish to combine the breakdown of activities and the dates for completing the steps on one chart (see sample 4). If this chart is used, the need for a separate procedural chart is eliminated.

Procedural Planning Charts

Next, it is important to decide **when** the action steps are to be taken. Basically, what we are talking about is time. You can't do everything at once, but it is amazing what you can accomplish by spreading your efforts over a period of time. You can organize your efforts by simply developing a planning calendar or by using a systems approach, such as a flow chart or Gantt chart. A 12-month planning calendar is useful for planning because it is simple and easy to use.

On a **planning calendar**, the months in which each step is to occur are indicated, as illustrated in sample 5. A planning calendar is limited to indicating critical events in the project, not continuing progress.

The **Gantt chart** is particularly effective in showing processes that must be completed over a span of time. On the Gantt chart, you indicate the scheduled beginning and completion dates of each activity, connect the two marks, and label the time line. The activities should be organized from top to bottom on the chart in the order of the beginning date (see sample 6).

If a large number of activities (usually over ten) must be completed in order to achieve a goal, you should consider using a **flow chart**. Flow charts clearly illustrate the order in which activities are to occur, and dates for the completion of each activity are added to each box. Examples of types of flow charts are shown in sample 7.

SAMPLE 4

ACTIVITIES AND PROCEDURAL CHART

Program Objective: By 1990, develop and incorporate a unit on diesel parts attendant in the diesel technician program.

Activity Sequence	Action Steps or Activities to Accomplish Objectives	Completion Dates			Responsible Staff Member
		Earliest	Latest	Actual	
	Contact the state instructional materials laboratory to see if there are any available guides or lesson plans. Contact the district supervisor for any assistance he/she may be able to provide. Visit local diesel distributor and parts companies in order to become acquainted with their inventory systems. Prepare an equipment list, including equipment specifications and costs. Submit an equipment list, along with a description of the unit and rationale for teaching it, to the school administration for approval. Order the equipment. Visit the curriculum laboratory at the state university to collect materials and information needed to teach the unit. Decide when the unit will be taught and what adjustments and deletions in the yearly curriculum are needed to implement the plan.				

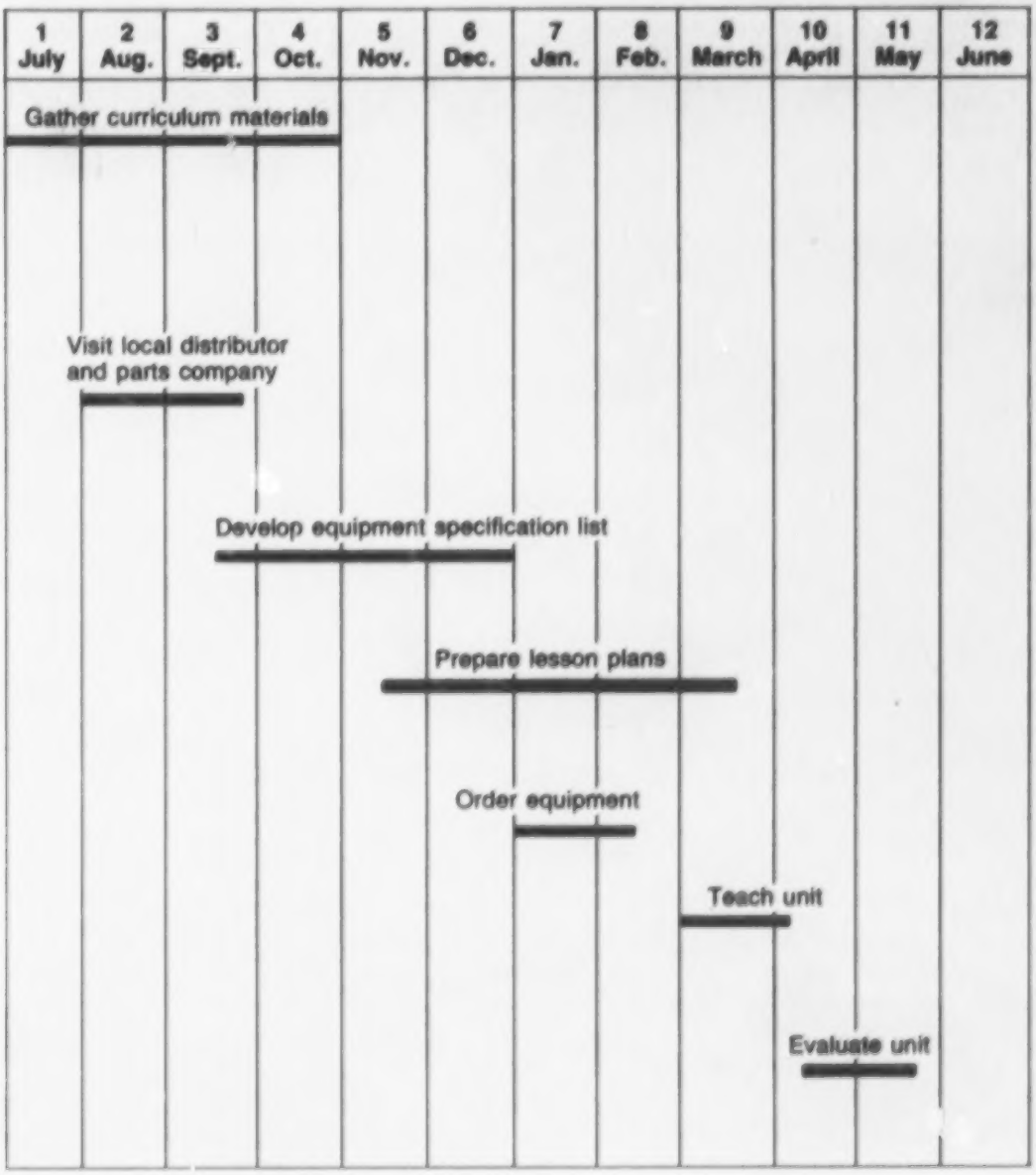
SAMPLE 5

12-MONTH PLANNING CALENDAR

Steps	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1	X											X
2	X	X										
3	X				X							
4		X	X									
5		X									X	
6		X										X
7	X						X					
8		X									X	
9						X	X	X				

SAMPLE 6

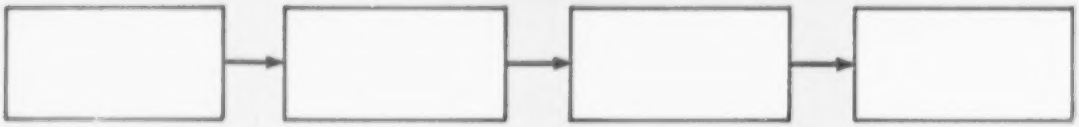
GANTT CHART



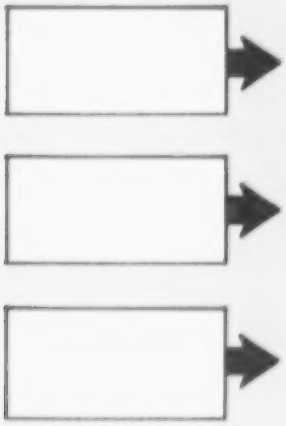
SAMPLE 7

TYPES OF FLOW CHARTS

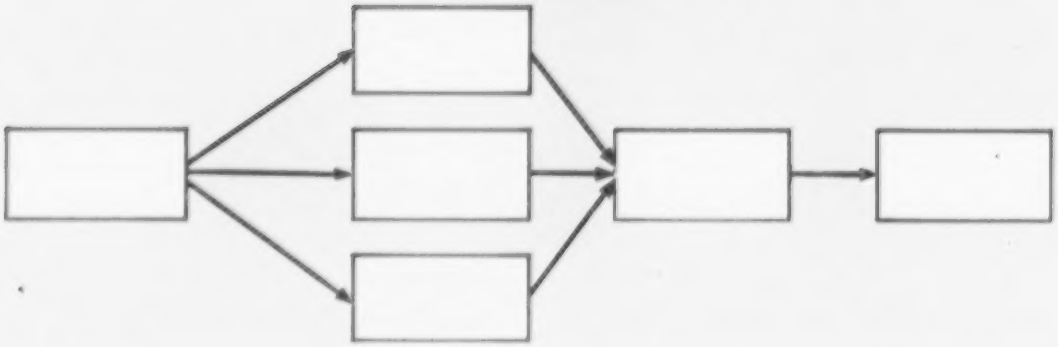
Linear Sequence of Activities



Concurrent Activities



Combination of Concurrent and Linear Activities



Evaluation Component

The final element in the planning process—evaluation—is too frequently treated as an afterthought brought about by someone or some group asking, "What is that program accomplishing?" Then, typically, steps must be taken to gather data to assess what is really happening. Obviously, approaching evaluation in this manner makes it difficult to be thorough or efficient.

If evaluation is considered as part of the long-range planning process, provision can be made for gathering evaluation data during the action steps. This allows appropriate modification of the program to be made continually throughout the process, as well as at the end. Approaching evaluation in this way may save you a great deal of time and effort and may be extremely valuable in helping you to reach your desired goals.

In assembling the evaluation component of the long-range plan, you will want to consider the following questions:

- What data should be gathered?
- What evaluation activities should be used?
- What should be the timetable for executing various evaluation activities
- What records and reports should be maintained?

Evaluation should be a continual process throughout the period during which the long-range plan is in effect.[3] Periodically, perhaps at the end of each school year, you should review the evaluation data and ask such questions as the following:

- What progress has been made on the long-range plan?
- How can the various phases of the work be made more effective?
- What modifications need to be made in the plan in light of the data?

3. To gain skill in evaluating your vocational program, you may wish to refer to Module A-11, *Evaluate Your Vocational Program*.

Select a program within your occupational service area with which you are familiar. Based on your present knowledge of the program you have selected, select one **program goal** for that area for use in developing a section of a long-range plan. (If you had actually been assigned the task of developing a long-range plan for a real program in an actual school or college, you would need to obtain input and information from a variety of sources. For this practice activity, simply use your familiarity with the purposes and needs of the program you have selected to generate your goal and, from it, the long-range plan.)

Develop a section of a long-range plan to achieve the selected goal. This will involve completing the following steps:

- Generate two to three **program objectives** to achieve the goal you have identified.
- Identify realistic **target dates** for the implementation of the goal and for the start and completion of the work on each objective. You may use the Time Planning Worksheet, p. 26, to guide you in determining the dates.
- Select one of the specific objectives you have generated, and identify the **resources** (e.g., facilities, equipment, services, staff) needed to achieve this objective. You may use the Resource Planning Worksheet, p. 27, to guide you in completing this step.
- Identify the **activities or action steps** needed to accomplish the objective you have selected. If people other than you will be involved, indicate who is to be responsible for each activity. You may use the Activity Planning Worksheet, p. 28, for this task.
- Identify the **order** in which the action steps should occur. Depending on the activities, you may wish to use the Activities and Procedural Worksheet, p. 28; the 12-Month Planning Calendar Worksheet, p. 29; the Gantt Planning Worksheet, p. 30, and/or a flow chart.

TIME PLANNING WORKSHEET

Program Goal:

Program Objectives:

Objectives	Present Year		2nd Year		3rd Year	
	1st term	2nd term	1st term	2nd term	1st term	2nd term

RESOURCE PLANNING WORKSHEET

Program Objective:

Items	Estimated Cost	Total
Equipment		
Staff		
Facilities		
Services		
GRAND TOTAL		

ACTIVITY PLANNING WORKSHEET

Program Objective:

Action Steps or Activities:
1.
2.
3.
4.
5.
6.
7.
8.

ACTIVITIES AND PROCEDURAL WORKSHEET

Program Objective:

Activity Sequence	Action Steps or Activities to Accomplish Objectives	Completion Dates			Staff Member
		Earliest	Latest	Actual	

12-MONTH PLANNING CALENDAR WORKSHEET

Steps	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

GANTT PLANNING WORKSHEET

1 July	2 Aug.	3 Sept.	4 Oct.	5 Nov.	6 Dec.	7 Jan.	8 Feb.	9 March	10 April	11 May	12 June

After you have developed your partial long-range plan, arrange to have your resource person review and evaluate your work. Give him/her the Long-Range Planning Checklist, p. 31, to use in evaluating your plan.

LONG-RANGE PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
In developing a section of a long-range plan, the teacher:	N/A	No	Partial	Full
1. selected a program goal that is:				
a. significant to the development of the selected vocational-technical program	☐	☐	☐	☐
b. realistic (attainable)	☐	☐	☐	☐
2. developed specific program objectives that could lead to the accomplishment of the goal	☐	☐	☐	☐
3. identified realistic starting and completion dates for achieving the goal	☐	☐	☐	☐
4. identified a series of activities or action steps that are:				
a. relevant to the selected objectives	☐	☐	☐	☐
b. realistic (attainable)	☐	☐	☐	☐
5. allowed a sufficient amount of time to complete each activity or action step	☐	☐	☐	☐
6. included a calendar or chart clearly indicating each of the specific events in the plan	☐	☐	☐	☐
7. included a flow chart or other chart indicating a logical progression of activities	☐	☐	☐	☐
8. accurately estimated the resources required to reach each selected objective	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Preparing a Long-Range Plan, pp. 18–25, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

In an actual teaching situation,* develop long-range program plans.

As part of your teaching duties, develop long-range plans for your vocational-technical program. This will include—

- determining goals and specific objectives
- preparing a schedule for achieving the objectives and goals
- identifying the additional resources needed to achieve the program goals
- developing and scheduling a series of activities or action steps designed to achieve each program goal
- preparing evaluation procedures for the long-range plan

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation for an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation and any other written materials (e.g., plans, charts, schedules).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–36.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing long-range program plans.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop Long-Range Program Plans (A-9)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing the long-range program plans, the teacher:						
1. identified long-range goals for the program	☐	☐	☐	☐	☐	☐
2. obtained input from the advisory committee	☐	☐	☐	☐	☐	☐
3. kept administrators informed about the long-range planning process and secured their cooperation	☐	☐	☐	☐	☐	☐
4. worked cooperatively with other faculty members	☐	☐	☐	☐	☐	☐
The goals on which the long-range program plans were based:						
5. were significant to the development of the program	☐	☐	☐	☐	☐	☐
6. were consistent with:						
a. national and local data on occupational supply and demand	☐	☐	☐	☐	☐	☐
b. students' interests	☐	☐	☐	☐	☐	☐
c. existing evaluation data	☐	☐	☐	☐	☐	☐
7. were consistent with other long-range plans for the occupational specialty, service area, and institution	☐	☐	☐	☐	☐	☐
8. were realistic (attainable)	☐	☐	☐	☐	☐	☐
The long-range program plans include:						
9. goals and specific objectives for a time span of three to five years	☐	☐	☐	☐	☐	☐
10. detailed planning for a time span of one to two years, including:						
a. a time schedule	☐	☐	☐	☐	☐	☐
b. flow chart or progress chart	☐	☐	☐	☐	☐	☐
c. required resources list	☐	☐	☐	☐	☐	☐
d. activities to achieve the goals	☐	☐	☐	☐	☐	☐
11. clearly defined starting and completion dates for each goal	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. a budget for required additional resources that includes:						
a. the items necessary to achieve the goals	☐	☐	☐	☐	☐	☐
b. item costs	☐	☐	☐	☐	☐	☐
c. categorical and total costs	☐	☐	☐	☐	☐	☐
d. realistic priorities for acquiring the resources	☐	☐	☐	☐	☐	☐
13. a series of activities or action steps that are:						
a. relevant to the specific objectives	☐	☐	☐	☐	☐	☐
b. sufficient to achieve the specific objectives	☐	☐	☐	☐	☐	☐
c. reasonable in terms of the amount of time allowed to complete each activity or action step	☐	☐	☐	☐	☐	☐
14. a calendar or chart indicating when each of the action steps is to occur	☐	☐	☐	☐	☐	☐
15. evaluation procedures that identify:						
a. the data to be gathered	☐	☐	☐	☐	☐	☐
b. simple evaluation procedures to be used	☐	☐	☐	☐	☐	☐
c. the timetable of evaluation events	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a very **effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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